



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION

Grade 7 General English Language Term 3 Final Revision

Tawfiq Alhajaj

Term 3

2024 - 2025

Summative Assessment Weighting

Paper exam: 40% of summative assessment term grade			SwiftAssess exam: 60% of summative assessment term grade		
Part	Activity	Weighting	Part	Activity	Weighting
1	Opinion	5%	5	Below-level MAZE	13.33%
2	Plan	5%	6	At-level MAZE	13.33%
3	Essay	25%	7	Below-level reading text questions	13.33%
			8	At-level reading text questions	14.64%
4	Inference question	2%	9	At-level reading text questions	5.36%
	Justification question	3%			

Tawfiq Al hajaj
0561411959



Paper Section

Part 2: Planning

Opinion Question

Answer in full sentences (at least 2 sentences)

What is your opinion about your last holiday? and Why?

Use words like :

In my opinion / I think / I believe that...

Because...

Use past simple tense ... (played/ went/ did/ visited)

For example:

I think my last holiday was great because I had fun. I went with my family to interesting places. We had some indoors and outdoors activities.

Part 2: Planning

Topic(s): Sports and leisure activities, free time, travel.

Write your answer below.

Write a plan for the essay prompt below. Please note – this question asks for a plan, not a full essay. You will write the essay in the next question.

Write a short essay about your free time activities.

Include information about:

What type of activities you do.

When you usually have a free time.

Where you like to spend your free time.

Do you usually spend free time alone or with others?

Part 2: Planning



Write a short essay about your favorite pet animal.

Part 3: Writing Task

Topic(s): Sports and leisure activities, free time, travel.

Write your answer below.

Write a short essay about your free time activities.

Include information about:

What type of activities you do.

When you usually have a free time.

Where you like to spend your free time.

Do you usually spend free time alone or with others?

Part 3: Essay

Title: My Free Time Activities

Introduction: (General sentence) Free time is very important for everyone because it helps to build your personality and Shape one's character.

Body: (bullet points) In my free time, I enjoy doing many fun activities. One of my favorite things to do is playing video games. I also like reading books and watching movies. Sometimes, I draw or write short stories when I feel creative.

I usually have free time in the afternoon after I finish my homework. I also have more free time on weekends and during school holidays.

I like to spend my free time at home because it is quiet and comfortable. I sometimes go to the park if the weather is nice.

I usually enjoy my free time with my family or friends. We play games together or watch movies. But sometimes, I like to be alone and relax by reading a book or listening to music.

Conclusion: (paraphrase intro) Free time is important to me because it helps me relax and enjoy the things I love.

Part 3: Essay

Title: My Free Time Activities

Free time is very important for everyone because it helps to build your personality and shape one's life.

In my free time, I enjoy doing many fun activities. One of my favorite things to do is playing video games. I also like reading books and watching movies. Sometimes, I draw or write short stories when I feel creative.

I usually have free time in the afternoon after I finish my homework. I also have more free time on weekends and during school holidays.

I like to spend my free time at home because it is quiet and comfortable. I sometimes go to the park if the weather is nice.

I usually enjoy my free time with my family or friends. We play games together or watch movies. But sometimes, I like to be alone and relax by reading a book or listening to music.

Free time is important to me because it helps me relax and enjoy the things I love.

Part 3: Essay

Essay Format

Notes or points

My Free Time Activities

Type of Activities

Video games

Watch TV

Reading & Drawing

Spend Time With

With friends - Family

Sometimes alone

Free Time

Afternoon

Weekends

Free Time Activities

Free time is very important for everyone because it helps to build your personality and shape one's life.

In my free time, I enjoy doing many fun activities. One of my favorite things to do is playing video games. I also like reading books and watching movies. Sometimes, I draw or write short stories when I feel creative.

I usually have free time in the afternoon after I finish my homework. I also have more free time on weekends and during school holidays.

I like to spend my free time at home because it is quiet and really comfortable. I sometimes go to the park if the weather is nice.

I usually enjoy my free time with my family or friends. We play games together or watch movies. But sometimes, I like to be alone and relax by reading a book or listening to music.

Finally, free time is important to me because it helps me relax and enjoy the things I love.

Part 4: Inference and Justification

Inference and Justification Question:

Read a short text and answer the question that follows:

Short Text

Inference question:

What do you think will happen next?

Write your answer below. Use full sentences

I think that thewill..... Then,

At the end, the Will.....

Part 4: Inference and Justification

Inference and Justification Question:
(based on the text that you read before)

Justification Question:
Why do you think this will happen?

Use the information in the text above to support your answer.

In my opinion, I think that thewill..... because the text says
.....



Swift-assess Section

Term 2:

Preparation – Grammar



Sections	Question Type and Instruction	Outcomes Assessed	Number of Questions and Question Description	Constructs
Part 5	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.02.2.3.XX.002 Read and identify familiar words and set phrases in short, simple texts on familiar topics.	<p>5 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of basic grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <ul style="list-style-type: none"> - simple - familiar - informative <p>Text length: 80 words</p>
Part 6	<p>MAZE task multiple-choice questions</p> <hr/> <p>Read the text and answer a, b or c.</p>	ENG.05.2.2.XX.012 Recognise key features of text organisation and structure.	<p>9 questions</p> <p>Gap-fill sentences within a MAZE text that test students' awareness of at-level grammar and sentence phrasing.</p>	<p>Remember and Understand</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - informative <p>Text length: 200 words</p>

- **Reading Maze 1**

- Last Saturday, I went to the park with my family. The weather was _____ (1) and sunny. We took a ball and played together. My sister _____ (2) running and I _____ (3) reading a book. After that, we _____ (4) some sandwiches and _____ (5) juice.

1. a) cold
b) hot
c) warm
2. a) enjoy
b) enjoys
c) enjoying
3. a) liked
b) like
c) liking
4. a) eats
b) ate
c) eat
5. a) drank
b) drinks
c) drink

Correct Answers

1. c) warm
2. b) enjoys
3. a) liked
4. b) ate
5. a) drank

• Reading Maze 2

- During the school holiday, our class visited the Science Museum. We arrived at 10 a.m., and a guide _____ (1) us through the exhibitions. The first part of the tour _____ (2) about space exploration. We saw models of rockets and videos that _____ (3) how astronauts live in space.
- Next, we moved to the technology section. There, we _____ (4) robots that could walk and talk. It was amazing! My friend Sarah _____ (5) many pictures because she wants to be an engineer.
- After lunch, we had time to explore in groups. I chose to visit the Earth Science area. It _____ (6) information about volcanoes and earthquakes. Before we left, we bought souvenirs from the gift shop. Everyone _____ (7) happy and excited. I think this trip _____ (8) one of the best experiences we _____ (9) in school so far.

1. a) guided
b) guides
c) guiding
2. a) were
b) was
c) is
3. a) show
b) shows
c) showed
4. a) saw
b) seeing
c) sees
5. a) take
b) took
c) takes
6. a) had
b) has
c) having
7. a) were
b) was
c) is
8. a) is
b) was
c) be
9. a) had
b) have
c) has

Correct Answers

1. a) guided
2. b) was
3. a) show
4. a) saw
5. b) took
6. a) had
7. a) were
8. b) was
9. a) had

Part 7	<p>Multiple-choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>LL1.R.I.2 Identify specific ideas or pieces of information in short, simple texts.</p>	<p>6 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>A: Foundational proficiency</p> <p>Phase 2</p> <p>A1 – A1+</p> <p>Text:</p> <ul style="list-style-type: none"> - simple - familiar - informative <p>Text length: 250 words</p>
Part 8	<p>Multiple-choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.011 Read and understand the overall meaning of simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.016 Make connections when reading simple texts on familiar and concrete topics.</p>	<p>2 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly and implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text:</p> <ul style="list-style-type: none"> - simple, extended

Part 9	<p>Multiple choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.012 Read and identify specific information in simple, extended texts on familiar and concrete topics.</p> <p>ENG.05.2.3.XX.013 Read and understand details in simple, extended texts on familiar and concrete topics.</p>	<p>5 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers explicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text:</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - informative <p>Text length: 250 words</p>
Part 10	<p>Multiple choice questions</p> <p>Read the text and answer a, b or c.</p>	<p>ENG.05.2.3.XX.014 Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.</p>	<p>3 questions</p> <p>Multiple-choice reading comprehension questions that demonstrate application of reading skills.</p> <p>Answers implicitly stated.</p>	<p>Application and Analysis</p> <p>B: Grade-level mastery</p> <p>Phase 4</p> <p>A2+ - B1</p> <p>Text:</p> <ul style="list-style-type: none"> - simple, extended - familiar and concrete topics - informative <p>Text length: 250 words</p>

Topic(s): Sports and leisure activities, free time, travel.			
ECFE Grammar	Prerequisite	GSE Grammar	Functional Language
Prepositions: various	basic prepositions of place with nouns and noun phrases (26)	means using 'by' with nouns and noun phrases (38)	<p>Expressing likes and dislikes.</p> <p>Describing habits, routines, tasks and jobs.</p> <p>Describing places.</p>
Determiners: quantifiers	quantities using 'how much/many' with count and uncountable nouns (30)	<p>'a lot of/lots of' to refer to quantities (36)</p> <p>basic quantifiers with 'of' and noun phrases (37)</p>	
Verb forms: verb + to + inf_verb + inf_verb + ing	'like/hate/love' with the '-ing' forms of verbs (31)	verb + '-ing' forms as the complement of a sentence (37)	
Reported speech: reporting statements	affirmative statements using common regular past simple forms (30)	report current and future plans and intentions (42)	

Prepositions (various)

- Prepositions used in various contexts.

Use “**by**” to say how something is done.

‘By’ tells us about the method, tool, or transport used.

This shows the means of doing something.

‘by’ + noun / noun phrase

- Did I walk to school? How do I travel to school?

•**I go to school by bus.**

- Basic prepositions of place with nouns and noun phrases. *Examples:*

- The ball is **on** the table.
- She traveled **by** car.
- He went **by** train.
- I sent the message by email.
- They stay active by playing tennis.
- He wrote the letter by hand.

Quantifiers

We use “a lot of” and “lots of” to talk about a large quantity of something.

‘A lot of’ and ‘lots of’ mean **the same**.

Used with **countable** or **uncountable** nouns.

‘Lots of’ is less formal than ‘a lot of’.

Quantifiers

‘a lot of / lots of’ + noun

Are there a small number or **a** big **number of** people on the plane?

There are lots of people on the plane.

I have **a lot of** free time.

Some of the players are late.

She has lots of friends.

We have a lot of water.

They gave me lots of information.

 *Examples:*

“**How much** milk?” / “**How many** players?”

- **How much** with uncountable nouns

- **How many** countable nouns

I didn’t eat much of the cake.

We met many of their friends.

None of the answers were correct.

Gerunds

We can use a verb ending in -ing (the gerund) as the subject or complement of a sentence. A complement completes the meaning of a sentence by telling us more about the subject.

When we use verb -ing as a complement, it describes an activity or action that someone does.

Gerunds

subject + be + verb-ing (gerund)

subject + state verb + verb-ing + rest of complement.

Forms like: verb + to + infinitive / verb + -ing

Use of 'like/hate/love' with '-ing' forms.

■ "I want **to go** jogging."

■ "I enjoy **swimming**."

■ *Examples:*

One of her hobbies is painting.

They love watching football.

He likes playing on the computer.

She loves **running**."

Using verb + **-ing** as complement.

"His hobby is **playing** football."

Reported speech

We use both “says” and “tells” to report what someone speaks. We use “says” when we do not mention who is being spoken to. We use “tells” when we say who is being spoken to.

Reporting present Statements.

subject + ‘says that’ + reported clause

subject + ‘tells’ + object + ‘that’ + reported clause

■ *Examples:*

He says that he can do it.

She tells me that she is happy.

She says that she is going to start a new job.

Reporting past statements.

subject + ‘said that’ + reported clause

subject + ‘told’ + object + ‘that’ + reported clause

He said he **played** tennis.

He told me the class started at 8 am

Reporting future plans and intentions.

subject + ‘said that’ + reported clause

subject + ‘told’ + object + ‘that’ + reported clause

■ She said she **was going to travel.**”

■ “He said he **would join** the team.

Term 3

Functional Language Links

Expressing likes and dislikes

Describing habits, routines, tasks and jobs

Describing places



<p>I like pizza.</p> <p>I like swimming.</p> <p>She loves cooking.</p> <p>We enjoy playing football.</p> <p>He doesn't like doing homework.</p> <p>I hate waiting for the metro.</p>		
Functional language point	<u>Expressing likes and dislikes</u>	
Associated grammar	nouns, gerunds, state verbs	Tawfiq Al hajaj 0561411959

Practice:

Ali: In my _____, TV is a good thing. You can learn so much from TV!

Jassim: Well, to my _____, it is better to play sport than watch TV.

Ali: That's true. But to be _____, it is too hot to play outside right now.

Jassim: Oh yes, without a _____, it is too hot right now.

Ali: As far as I'm _____, it's ok to watch TV when it is this hot outside!

Jassim: I _____, you're right, Ali!

concerned

reckon

honest

opinion

mind

doubt

Ali: In my opinion, TV is a good thing. You can learn so much from TV!

Jassim: Well, to my mind, it is better to play sport than watch TV.

Ali: That's true. But to be honest, it is too hot to play outside right now.

Jassim: Oh yes, without a doubt, it is too hot right now.

Ali: As far as I'm concerned, it's ok to watch TV when it is this hot outside!

Jassim: I reckon you're right, Ali!

I get up at 6 a.m. every day.

She usually goes to the gym.

I answer emails in the morning.

They go shopping on Saturdays.

I go to school by bus.

We don't watch TV during the week.

**Functional language
point**

Describing habits, routines, tasks and jobs

Associated grammar

present simple, adverbs of frequency, time expressions

Match the expressions with similar meanings.

Hardly do I ever go on holiday.

I go on holiday once in a blue moon.

I go on holiday every six months.

I go on holiday twice a year.

I sometimes go on holiday.

I go on holiday every now and then.

Hardly do I ever go on holiday.

I go on holiday once in a blue moon.

I go on holiday every six months.

I go on holiday twice a year.

I sometimes go on holiday.

I go on holiday every now and then.

The hotel has got a big swimming pool.

You can walk along the beach.

It is near the mountains.

My town is small but beautiful.

The streets are quiet, and the people are friendly.

Functional language point	<u>Describing places</u>
Associated grammar	adjectives, nouns, modals, prepositions of place

Choose the correct word to complete the sentences.

1. London is (at – in – on) the south-east of the UK.

2. New York (does - has – is) a population of about 8.5 million.

3. Nepal is situated (at – in – on) the mountains.

4. Helsinki in Finland is surrounded (by - for – on) forests.

5. Paris stands (at – in – on) the River Seine.

Choose the correct word to complete the sentences.

1. London is **in the south-east** of the UK.
2. New York **has a population** of about 8.5 million.
3. Nepal is **situated in the mountains**.
4. Helsinki in Finland is **surrounded by forests**.
5. Paris stands **on the River Seine**.

Thank you
You can contact me for further clarifications

Tawfiq Al hajaj
0561411959